

## Parent Information Evening

11 September 2013

ART in grades 1, 2 and 3

Robert Hall

Welcome to our brand new Lower School art rooms and to the exciting new ISL school year!

Our ART students are exposed to a variety of tools, materials and techniques. They explore, experiment and over time gain in skill and confidence. Media include drawing, collage, painting, print-making, sculpture and mixed media. Over the year we look at particular artists, their lives and work. We tap into our **memories**, learn to make careful **observations** and develop our **imaginations**, while having **fun**.

Learning to look, and discovering how we feel and think about our looking are essential parts of an art program, too. We learn to reflect, make connections and communicate **about** art. Vocabulary becomes an important aspect of art education. The children will become more adept at using words and concepts to aid them in observing, analyzing and thinking about their own and others' work and about the visual world around them.

As a teacher I try to select topics and activities of interest for the children to spend time with and then support them in their personal journeys. We need to keep in mind that, at any age, making art involves taking risks, and so we need to respect each child's natural inclinations and efforts, giving them time to grow.

Not everyone will become an artist, as not everyone will become an historian, novelist or mathematician; yet we all gain from learning the languages of each of these subjects. One learns many things in undertaking art which have influences in other subjects and clearly in our lives outside of school.

There is no one way to produce or approach art, or to solve its many interesting "problems".

Each one of us, young and old, expresses our self uniquely. This is to be appreciated and respected. Over time, the children will broaden their repertoire of skills and ways of looking. It is a gradual process, one enhanced by **encouragement and reflection**, rather than criticism.

Our ART curriculum consists of units of study, which are often integrated with the classroom topics. There are also some stand-alone units, for example, on line or colour.

My students in grades one, two and three meet with me for a total of 80 minutes per week. Some grade three students will attend art with **Ms Stauffer** or with **Mrs Clarke**, our new part time art teacher. We are all very pleased to have **Manon Vadnais** assisting us in ART again this year. There should be some opportunities during the year for field trips related to art or the units of study which have art components. I expect to have some professional artists visiting during the year. Perhaps you are a practising artist! Let me know.

Finally, I look forward to working with your child and sincerely hope that he or she is stimulated and develops awareness, skill and confidence this year in ART.

*"What do people do to make art? What does art do to make people?"*

*Rudolf Arnheim*

## Some KEY POINTS for parents about ART with Mr Hall

- ❖ Children are scheduled to have art class for **a total of 80 minutes** in a five day cycle, Monday-Friday.
- ❖ My aim is to support the development of each child's **interests, skills, appreciation and expression** in art.
- ❖ I encourage the kids to **take risks**, to try new things and to begin to look at the world in some particular, new ways.
- ❖ Children will use a **variety of tools, techniques and materials** over the year.
- ❖ We will **explore** the work of a variety of traditional and contemporary **visual artists**.
- ❖ I expect children to **care for tools and materials** and to **respect each other**.
- ❖ The kids will develop artistically through using **observation, memory and imagination**.
- ❖ Art should be **fun**.

# Ten Lessons the Arts Teach

**SOURCE:** **Elliot Eisner** (2002). *The Arts and the Creation of Mind*, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Available from NAEA Publications.

**The arts teach children to make good judgments about qualitative relationships.**

Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.

**The arts teach children that problems can have more than one solution** and that questions can have more than one answer.

**The arts celebrate multiple perspectives.**

One of their large lessons is that there are many ways to see and interpret the world.

**The arts teach children that in complex forms of problem solving**

purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.

**The arts make vivid the fact that neither words in their literal form nor number exhaust** what we can know. The limits of our language do not define the limits of our cognition.

**The arts teach students that small differences can have large effects.**

The arts traffic in subtleties.

**The arts teach students to think through and within a material.**

All art forms employ some means through which images become real.

**The arts help children learn to say what cannot be said.**

When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.

**The arts enable us to have experience we can have from no other source** and through such experience to discover the range and variety of what we are capable of feeling.

**The arts' position in the school curriculum symbolizes to the young** what adults believe is important.

# **ISL Art Units**

2013-2014

Robert Hall

Art Room L-220

**Grade 1: Bevens, Featherstone, Patterson, Rakochy, Ramsden**  
Buildings

Families and Friends

Shapes in Space

Authors and Illustrators

Small is Beautiful, Too

*Plus additional mini-units focusing on art elements, techniques and media*

**Grade 2: Dackner, Greenslade, Repicky, Solomon**

Landmarks

Portraits

Endangered Animals

Plants Alive

Build an Empire

*Plus additional mini-units focusing on art elements, techniques and media*

**Grade 3: Dennis<sup>\*</sup>, Dwyer<sup>\*</sup>, Mater<sup>\*</sup>, McGowan<sup>\*</sup>, Repicky<sup>\*</sup>**

Landscapes

Patterns

Artist Biographies

Middle Ages

*Plus additional mini-units focusing on art elements, techniques and media*

<sup>\*</sup> Art with Ms Stauffer

<sup>\*</sup> Art with Mrs Clarke

<sup>\*</sup> Art with Mr Hall